CHAPTER-I
THE STUDY

1.0: INTRODUCTION

This study addresses to the training of Non-Gazetted Police personnel of Commissionerate of Police, Odisha; an organization which is in its nascent stage. The study is timely, because it addresses to an important aspect of human resource development namely training. This, if planned and executed from the beginning of an organization's emergence, will lead to its effectiveness in the long run. The study obviously believes in the famous saying of Alfred P. Sloan that "No organization is sounder than its people" and the popular sayings that "The more you sweat in peace, the less you bleed in war" and "Stronger the foundation, braver the police personnel".

1.1: IMPORTANCE OF POLICING AND THE IMPERATIVENESS OF ITS TRAINING

The police are the most visible executive arm of the government involved in multifarious functions. Police work in the present context has become really intricate and diverse; it has been described as a complex job, part art and part craft, part technique and part common sense, part paramilitary and part social work. The functions that a police person is expected to perform are almost endless. The police are now involved in the performance of so many tasks which hitherto were not part of their work. Dealing with traffic accident, chasing a young vandal, delivering death messages, arresting a drunken reveler, dealing with lost children, settling a domestic dispute, quelling a riot, giving evidence in court, disaster management, Very Important Person (VIP) security, tackling mounds of paperwork, handling terrorist activities and insurgent and secessionist tendencies fomented by external forces are just some of the tasks which the average officer may be expected to handle.

The tasks of the police have changed beyond recognition. Gone are the days when they were only concerned with crime prevention and maintenance of peace. Their hands now seem to be full with many and varied activities related to building cordial police-community relations, effectively implementation of the mounting social legislations, assisting in rehabilitation of delinquents and other

correctional services and extending humanitarian help to the minorities and weaker sections. The concepts such as community policing, pro-active policing and problem-oriented policing are gradually replacing the conventional, reactive and fire-fighting policing styles. From primary law enforcers, the police have metamorphosed into managers of conflict and disorder.

The situation has become much more demanding in today's context. Attacks on diplomats, kidnapping of hostages, sabotage, bombings, explosions, hijacking of airlines, cyber crime etc. have also become widespread. The development of Science and Technology has made different forms of ammunition and lethal weaponry easily accessible to the criminal minds. Problems of internal security and environmental degradation now pose fresh challenges and demands for the police personnel.

There is a renewed accent on preferential and proactive treatment to the disadvantaged sections before the police, who have to develop a more humane, egalitarian and secular approach towards the weaker sections and minority communities of the society and ensure liberty and peace.

The nature of police functioning is increasingly getting dependant on factors like complexion of political regime, social ethos, cultural set up, criminal justice system and economic conditions of the country. The Changing social, economic and political scenario has forced the police to reflect on their role all over again. The new complexities before the police call for better trained skills and relevant attitudes. This exercise has precipitated the drive for the much talked about organizational reforms. One of the areas where the reverberation can be heard loud and clear is the change in the perception of visionaries of police reforms towards police training. It is being increasingly realized that police job calls for specialized skills, positive attitudes and requisite knowledge and understanding.

Besides, there is a continual need to update the personnel on the latest developments, check obsolescence and rejuvenate their personalities. A well-conceived training design thus becomes the essential for improving the police efficacy. In this context, a study on police training reflecting on the past and current approaches assumes importance.

1.2: EVOLUTION OF POLICING

The word police are derived from the Latin word '*politia*' which literally stands for the condition of a 'polis' or state. In the past it was meant a system of governance or administration (police state) but now it indicates an organized body of civil officers engaged in the preservation of law and order, detection of crime and enforcement of laws. The Oxford Dictionary defines the term as a system of official organization whose job is to make people obey the law and to prevent and solve crime. According to the Encyclopedia International, police are agents charged with enforcing the law and maintaining order. The Lexicon Universal Encyclopedia states that "police in modern society is a department of government concerned with public order, providing protection and investigating breeches of law. Police duties include crime detection, apprehension and arrest of criminals, patrolling, riot control, and traffic regulation."

The origin of police can be traced to the primordial societies. Many of them were essentially soldier societies where tribal chiefs or warrior class or local community performed the discipline functions. The early forms of policing emerged as social structures. These alternative police systems, however, cannot be strictly described as 'policing'. Later, full-time government officials came to be established on non-kinship basis. In the course of centuries, small towns and cities began to appear. The earliest people to form cities were the Sumerians who had a written legal code. Mention of police like functionaries can be found in the records of Pre-Historic Egypt, China and the old and the new testaments. The diggings of Mohenjo-Daro also brought into light references to a police force. In the British cities, a police organization called the 'Ordo' was existent even in 410 A.D. One can find accounts of police forces in Austria, Vienna and the United Kingdom.

In the 12th and 13th centuries Brazil and Denmark has established a full time police Force by 1590s.The first police force in South Africa's history was the Dutch Organized Watch which was formed in 1655. By 1870s, Tasmania, Australia and Japan had established professional police forces. In Canada, the mounted police was formed in 1873 and in the former United Soviet Socialist Republic; the Cheka was created in 1917.

A review on evolution of police in India reflects that references to a system of crime and punishment first appeared in the 'Rig Veda' and the 'Atharva Veda'. The 'Arthshastra' of Kautilya gives a lucid picture of crime prevention, detection and punishment mechanism existent in the earlier centuries. There is also a mention of police like functionaries in Balmiki's Ramayana, Jataka stories, Buddhist and Jain Texts, edicts of Abul Fazal's Ain-i-Akbari, writings of Kalidas and Foreign Travelers to India like Fa Hien and Hiuen Tsang. A glance at the historical records shows ample evidence of the existence of police officials such as Muhtasibs, Kotwals, Fauzdars, Darogas, Subedars, Thanedars and Inamdars in the Sultanate, Moghul and British Periods.

The evolution of training of police, however has not kept pace with the evolution of policing in different forms, It is because the simplistic nature of police functions did not call for much training. Since policing in early eighteenth and nineteenth centuries was not really diversified and not specialized in nature, it did not commend for much professional or special expertise. Hence, the necessity for trained skills and police education was not felt during that period. Policing was essentially an urban phenomenon. The village communities and small townships continued to remain self-guarded for quite some time. It was only by the turn of Eighteenth century that organized policing surfaced in many parts of the globe, which paved the way for systematic training. In India the credit for establishing organized policing goes to the British administration. With their conquest of Sind in 1840s, a police force on the lines of Irish Model was created in the Country. A pioneer attempt was made in the field of organized training when a police training school was started in Vellore, way back in 1859.

1.3 CONCEPT OF TRAINING

To have a realistic and clear perception and understanding of the term training, it is necessary to examine some of the definitions advanced by distinguished writers.

> ➤ Wayne F. Cascio defines "Training consists of planned programmes designed to improve performance at the individual, Group and/or organizational levels. Improved performance in turn implies that there have been measureable changes in Knowledge, Skills, Attitude and /or Social behavior."

- Dale S. Beach defines "training is the organized procedure by which people learn knowledge and/or skills for a definite purpose.

- David A. Decenzo and Stephen P. Robbins have given their views about training that 'training is basically a learning process; can involve in the changing skills, knowledge, attitudes or social behavior.

- Stratyton Rex defines it as "training is concerned with the acquisition or development of those knowledge, skills, techniques, attitudes and experiences which enable an individual to make effective contribution to the combined effort of the team of which he is a member, in meeting the goals and objectives of an organization.

- According to Calhoon, "Training is the process of aiding employees to gain effectiveness in their present and future work".

The following points emerge from the analysis of the above definitions:

- Training is a "systematic and planned procedure". This means that training to be effective and successful should be well planned with pre-determined objectives. The systematic training process is depicted in the diagram below

Fig.1.1 Systematic Training Process

Furthermore, emphasis is laid on the fact that the training should be organized in terms of relative sequence of steps, which includes (i) defining precisely training policy and objectives; (ii) identification of training needs; (iii) designing the training programme; (iv)specifying the methods to be deployed; (v) assessment of effectiveness; (vii) modification, if necessary in the process.

- The Second point emphasizes on "trainability". Training is a problem solving device for organizations. But it is not a panacea. Organizational analysis is needed to identify those problems which can be solved by training interventions. Currently, training is envisaged as a tool for organizational learning and development and in this role its purpose becomes continuous learning for the human resource. Trainability of individuals is determined by task and person analysis. Organizations need to identify and train only those employees who clearly are "trainable". Trainability refers to how well a person can acquire the skills, knowledge and behavior necessary to perform a job, achieving its specified outcome within a given time. It is a combination of individual's ability and motivation. Once, these trainees are identified, it becomes important to structure the training environment for maximum learning.

- The Third point emphasizes on learning, learning is of crucial importance in the process of training, as the concept of training has been evolved and being rooted in learning. Training programmes should incorporate principles of learning. Training programmes must specifically state, what is to be learned? Why? And how to transfer the learning outputs to real time organization outcomes?

- The Fourth point emphasizes the "main areas" in which training can operate. They are:
  - ➢ Knowledge, which is taught with the purpose of learning, remembering understanding, and interpreting facts, information and principles.
  - ➢ Skill, the knowhow of practical act or actions..

- Techniques involving the application of knowledge and skills in a dynamic situation.
- Attitude, a predisposition to react consistently in a given manner (either positively or negatively) to a certain person, object or idea.
- Experience, gained through practicing the use of knowledge, skills and techniques over a period of time and often in a number of different situations.

Training has always been an inseparable component of management and corporate sectors but now it is beginning to assert its indispensability in other professional organizations as well. Private companies and big business houses have made training an integral part of their human resource functions. The government agencies and the public sector too have woken up to the need for equipping their personnel with requisite knowledge and skills in order to boost their morale and efficacy. Police training is also joining in league; its programmes are now gaining pace and momentum.

Informal teaching has been going on since the dawn of civilization, so has been the transmission of knowledge from one generation to the other. Learning is at the heart of training. We can, in fact calibrate the evolution of training in the police with the development of different theories of learning that have enriched the field of management and contributed towards the solidification of training as a concept. It has been stated that the effective communication of knowledge and skill to aid learning emerges from pre-history as an essential support activity to survival. The training function was initially an intuitive and subsequently a planned activity to assist prowess, task competence and work organization. The progress of mankind is irrevocably linked with the processes employed to develop knowledge, skills and values of individual and facilitate the effective working of groups to achieve specific objectives.

The idea of formal training was initiated by F. W. Taylor with his writings on the scientific principles of formal organizations in the later part of 19th century. The object was to develop a science of work to replace the old rule of thumb method and scientifically select and then train, teach, develop and give performance based incentives to the workman. This classical theory of

management was assailed for its focus on managerial intervention and lack of provision for introspection, imagination, intuition, discretion and judgment of the worker.

The Stimulus-Response or the Behaviorist theories of learning that dominated the major parts of the early nineteenth century also provided no space for these qualities. It has been maintained that the idea propagated by the Stimulus-Responses theorists was that once a stimulus has been associated with a response, it will thereafter always elicit that very response. Ivan Pavlov paired the conditioned and unconditioned stimuli in such a way that one was considered to evoke a response similar to the other.

It was generally felt that personnel would learn while performing their day-to-day duties through what has been described as the process of 'trial and error' or 'sink or swim'. The maxim that was religiously adhered to was that one could learn what is behind the theory when one goes behind the desk. In the 1920s, the theory of learning shifted from the Stimulus-Response and operant Conditioning to Cognitive Perceptions. Cognitive theorists influenced by Gestalt psychology emphasized that the processes whereby the stimuli were differently perceived. They were of the view that learning involved the whole personality of the learner. To them learning could occur even simply by thinking about a problem. The model given in Table 1.1 compares and contrasts the cognitive and behaviorist approaches to training as a learning mechanism.

TABLE NO. - 1.1

TRAINING IMPLICATIONS OF COGNITIVE AND

BEHAVIOURIST LEARNING THEORIES

ISSUE	COGNITIVE APPROACH	BEHAVIOURIST APPROACH
Leaner's role	Active, Self -Directed, Self- Evaluating	Passive, Dependent
Instructor's role	Facilitator, Coordinator and Presenter	Director, Monitor and Evaluator
Training Content	Problem or Task oriented	Subject oriented
Learner motivation	More internally motivated	More externally motivated
Training climate	Relaxed, Mutually trustful, respectful and collaborative	Formal, Authority oriented, Judgmental and Competitive
Instructional goals	Collaboratively developed	Developed by instructor
Instructional activities	Interactive, Group, Project oriented and Experiential	Directive, individual and Subject oriented

Source: http://www.uk.sagepub.com/upm-data/40689_2.pdf

The latter part of the nineteenth century thus witnessed another shift of focus which could be concisely described as moving away from the cognitive to behavioral, from teacher- based to the learner-centered and from pedagogy to andragogy. The period also saw the emergence of Functionalist and Mathematical theories of learning. The Functionalist School views learning as a complex phenomenon which is not explained by Gestalt and Behavioural theories adequately. The Mathematical School focuses on feedback and information models and represents the findings of other theories in mathematical terms. The Social Learning theory of Albert Bandura blends cognitive and environmental perspectives and is a more recent theory of learning. The theory focuses on training of all aspects of a being and acknowledges that one can learn by observing what happens to other people and just by being told about something as well as direct experiences. The concept of learning has traditionally been used in the context of

individuals. Recently, this concept has been extended to organizations with a distinction being made between organization learning and individual learning.

Systems approach highlighted the impact of environmental and situational dynamics on organizations and believed in creating systematic institutional interventions like training for creating and sustaining organizational development and effectiveness. Stufflebeam's 'Context, Input, Process, Product' (CIPP) model and Bushnell's 'Input-Process-Output (short term) –Outcome (long-term)' model explains the system approach to training. Mathur (1987), Sah (1991), Bader and Bloom (1994), Sloman (1994) in their treatment of systems approach to training have dealt with all stages of the training process viz. identifying the training needs, setting training objectives, designing learning sessions, training techniques and aids, preparing training material, implementing and validating training and evaluating the training outcome. It gives an account of the scope, concept and practices of evaluation of training and talks about the different types and levels of evaluation for facilitating course effectiveness.

Leonard Nadler (1982) throws light on designing the training programmes with special reference to critical events model that entails a comprehensive identification of training needs, determination of programme objectives, development of training curriculum, drawing up of lesson plans and building instructional resources and support systems. Training is gradually developing into a scientific technique for introducing changes in the organization.

The Instruction design model (Gagne-Briggs: 1974) depicted in Table 1.2 gives a holistic view of training function at pre training, during training and post-training levels. Brinkerhoff's six stage model also depicts the instruction systems design training cycle.

TABLE NO - 1.2

TRAINING FUNCTIONS AT PRE-TRAINING, DURING TRAINING AND POST-TRAINING LEVEL

Instructional Event	Event causes trainees to
Gaining attention	focus on trainer
Informing the training goal	beginning to focus on goal
Recall of prior knowledge	retrieve known to working memory
Presenting the material	selectively perceive important parts of training
Providing learning guidance	Consider how the input fits into trainees need and knowledge and how to retrieve and use it
Eliciting the performance	do it
Providing the feedback	reinforcing correct learning and modifying the incorrect
Assessing performance	gauge the level of self-learning, retention for use
Enhancing transfer	do more complex exercises to assess the success

Source: Gagné, R., & Briggs, L. J. (1974). *Principles of instructional design*. New York: Holton, Rinehart & Winston.

In ultimate analysis, training tries to lessen the chasm between the existing performance and the desired ability and infuses in the trainees a liking for their work and confidence about their conduct in order to reach an optimal level of efficiency and competence for meeting the present and the future requirements of the job.

Training aims at inculcating in the personnel requisite know-how and expertise to enable them to meet the demands of the job assigned; enthusing in them the necessary behaviour, aptitude and traits to orientate and adapt to the functioning of the organization; preparing them physically as well as

psychologically for future responsibilities; developing the efficiency of the personnel to cope with the strains and pressures of the job assigned; making them ready to perform to a standard and bringing about overall transformation of their attitudes and behavioural pattern. The systems approach to training describes it as a rational arrangement of inputs, technology, people, materials, events and process designed to elicit behavioural outputs which produce further social or economic outputs increasing organizational effectiveness. It denotes a set of principles which emphasizes definition of objectives and a specific design of the means for accomplishing objectives.

Training has to be a continuous Process. Since learning is an everlasting activity, training too is a never-ceasing process. It is a very important component of human resource development function of personnel administration. The primary objectives of human resource development are to develop the personnel by instilling in them the required Knowledge, Skills and Attitudes (KSA) so that they are able to handle greater responsibility of the organization in the future. Through training, an attempt could be made to convert human beings into human resources who only appreciate in worth as the years roll by.

Training entails cost and time. Its effectiveness has to be evaluated. There are different models of training/education evaluation. They are Goal based evaluation model, Goal free evaluation model, Responsive evaluation model, Systems evaluation model, Professional Review evaluation model and Quasi-Legal evaluation model (Worthen and Sanders 1987; Bramley 1991). These models integrate training evaluation at three stages namely; pre-training evaluation, context and input evaluation, and post-training evaluation. Brinkerhoff's six stage circular pattern of training advocates for continuous evaluation at all stages as they contribute to one another in sustaining the training cycle. The figure 1.1 below depicts this model
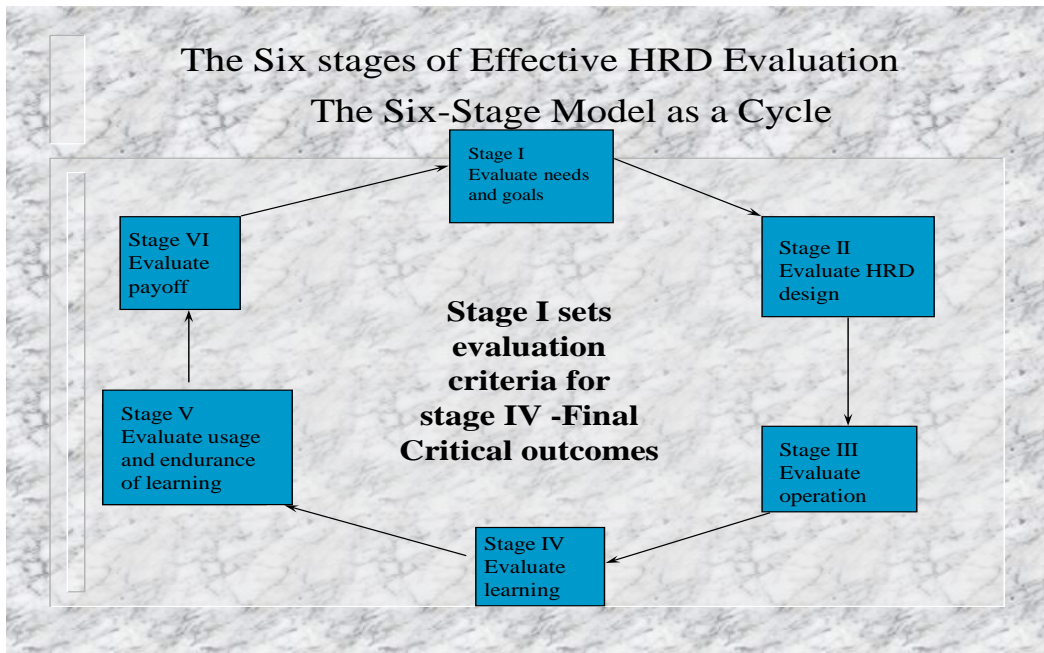
Figure 1.2 The Six Stage Model of Brinkerhoff

The most used method of training evaluation is advanced by Donald L. Kirkpatrick (1987).
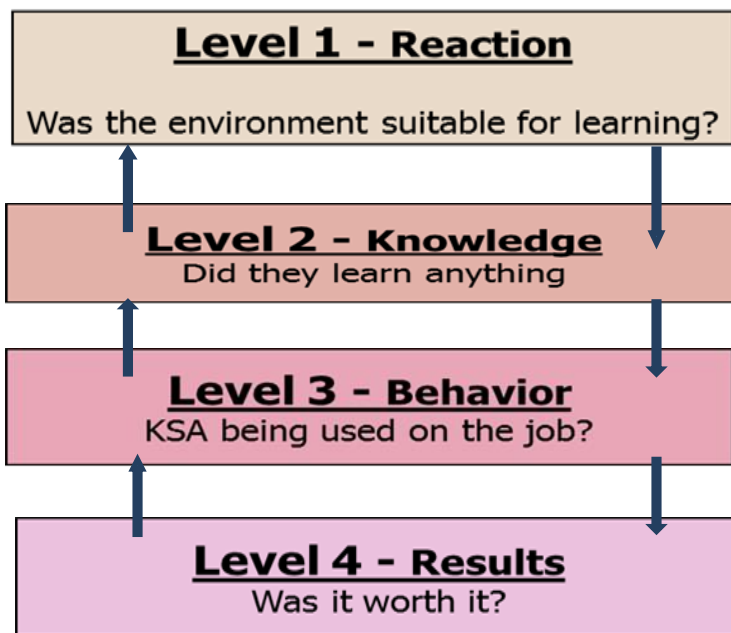

Figure 1.3 Training Evaluation Matrix of Donald L. Kirkpatrick

The evaluation matrix identifies four levels of evaluation namely:

- ➢ Level I: REACTION- How well did the trainees like the programme?
- ➢ Level II: LEARNING- What principles, facts, techniques were learnt?
- ➢ Level III: BEHAVIOUR- What changes in job behaviour have occurred?
- ➢ Level IV: RESULTS- What tangible results have accrued to the organization?

This study while analyzing the training programmes in Commissionerate of Police has adopted these models and concepts.

1.4: CONTOURS OF POLICE TRAINING: INDIAN AND GLOBAL TRENDS

The Committee on Police Training (1973) has emphasized the importance of training of personnel in Police force and it commented that "training should not only change the particular individual who is being trained but also those who come in contact with him. The attitudes of those who have gone through a training process should undergo a change so that when they go back to the field their behaviour will have an impact on the behaviour of others. Training will thus, act as a catalytic agent, the total impact of which, in course of time, will affect the entire organization. Training effects will have to be sustained to help achieve this desirable objective"

The committee put down the following as the objectives of Training:

- ❖ Inculcation of knowledge and professional skills in the personnel and the development of attitudes appropriate to their work.
- ❖ Developing a professional leadership that would facilitate the transformation of an economically backward society into one characterized by equal opportunity and Social Justice; and
- ❖ The development of positive attitudes and promotion of initiative and an ability to predict and adapt oneself to a new situation in the process of attainment of goals of the organization.

Whenever an instance of Police misbehavior is reported, there is instantaneous reaction all around, particularly in the press, that Policemen are not being properly trained. There is widespread feeling that precious little training is imparted to Police personnel, especially at lower levels. Serious students of Police administration and some Police leaders themselves honestly believe that present training methods in the Police do not place the right emphasis on the essentials of Police routine. There is basically a reluctance to shed traditional practices and introduce innovations, which are called for in the changed environment (Raghavan, 1989). The training of police varies from country to country and depends upon the nature of police system has and the goals it has set for itself.

Several years ago, the California State Department had conducted a job analysis of the police service that determined more than three thousand types of skills and applications of knowledge as required in police work.

Recent decades have witnessed a spate of new activities which extensively require police attention and assistance. The police response to this changing scenario has been in the form of introduction of innovative programmes and measures to improve their image and their interaction with the community. Many such efforts have also found expression in various experimental training strategies.

The Present day police tasks require presence of mind, spontaneity, tenacity, decision-making skills, leadership qualities, patience and empathy on the part of police personnel, well-devised and implemented training programmes have therefore become the need of the hour. The Committee on police training has observed, "The police have admittedly a difficult role to perform, a role that they are often called upon to perform in most trying circumstances. It makes a demand on their physical stamina, mental alertness and professional skills, and also on their ability to be firm without being punitive, the transition that is taking place calls for a virtual re-engineering of the present police and the logical first step in this direction is Training". Police training, can be taken as wide and broad concept which should affect the way a police officer does his job. A common factor of all such training is the teaching of certain skills to equip officers to deal either with very specific circumstances, or more general incidents, or a combination of both.

The pertinence of training to the police job can be attributed to two major factors, one is the powers and the status the police enjoy with respect to the socio-economic and political set up around and the second is the police tasks that entail various pressures and constraints. In order to establish the utility of training, it is essential to analyze these factors that superimpose the fact that training today has become an unavoidable exercise.

The Prime function of police were first set down by Sir Robert Peel in context of London Police and were updated later as upholding the rule of law, protecting and assisting the citizens, cooperation with others, maintenance of a peaceful community and freedom from fear of crime. These functions were to be performed through four basic and discernable systems of twenty four hour detection and deterrent patrol, preventing and supporting local beat services, crime investigation and management and operational support. Although this essential core of police tasks laid down years ago appears to be relevant to the nature of police job even today, it will not be justifiable to categorize the police tasks under certain finite heads. It has been rightly opined that policing is no more than what the police in a particular jurisdiction do today; it may or may not bear any resemblance to what they did last year or what they will do next year. A modern police force according to many scholars is now characterized by multiplicity of functions, increasing intensity of operations and enormous geographical dispersal of personnel. There are three demographic models of police forces (a) the fragmented police forces as in the United States of America, each accountable to elected local representatives (b) the highly centralized gendarmerie and Surety National in France and (c) a comparatively smaller number of autonomous police forces mainly under local control but with a residue of central authority operating through a system of inspections and financial grants in Britain.

David Bayley categories police forces into Authoritarian, Oriental and Anglo-Saxon types. Authoritarian police overawes its citizenry through constant display of weapons; It does not placate but control and direct the citizens. Oriental styles of policing lays emphasis on community policing, with the notion that police is there to serve the people. Anglo-Saxon policing falls in the middle, there is a lot

of specialization and they see to it that they do not become all-purpose administrative agents of the State or just community welfare workers. But no system is based on one style alone, the styles usually coexist. The policing styles in the earlier centuries were quite different. In fact, none of the police organizations of this period can be classified as police systems in the modern sense of the term, though organized to a certain extent; they do not fit into the definition of modern policing which David H.Bayley characteristic as Public, Professional and Specialized.

The decade 1960s and 70s mark a crucial phase in the history of police training not only because training as a concept got recognition in this period but this was also the time when systematic scientific attention was turned on the police. It was realized that the recruits do not pass through training like automatons, but reflect on their experience and evaluate their programmes according to practical use on the street. It was not until the mid-1960s that the limited applicability to Statistical Decision Theory, Operations Research and system analysis in tackling the problems of large scale management especially connected with the design and delivery of complex human services was realized. The euphoria had surfaced in many countries by the names of techniques such as programming, planning and budgeting systems, programme analysis, corporate planning and matrix management. Their impact was markedly evident on the business of training which quickly establishes itself as the orthodoxy in training circles and came to be known as Training by Objectives. The positive aspect of this approach which is also called Instructions Systems Design approach included job analysis, identification of Training needs, ideal terms, course validation and job evaluation. A systematic training cycle was expected to include identification of training needs, producing training plan, implementing and recording training and evaluating results of training against the original needs identified. Keeping pace with the changing scenario, a training design entailing training objectives, methodology, tools, feedback, monitoring, research and evaluation now forms a vital component of a police mission statement in many countries.

The modern concept of training is much more broad and wide in scope than the previous ones. The modern concept does not stop with giving conceptual inputs, practical exercises and participative sessions only during the official training sessions. Today's concept of integrated training of the whole person extends beyond the working hours, into the spare time available for the trainees. It actually covers the entire corporate life of a training institution. Experiments are now being carried out with the concept of micro-teaching; its main objective is to improve training skills through experimentation by dealing with a chosen topic effectively in the shortest possible times on a 'one to one' basis between the teacher and the learner. Co-training is also a new methodology for organizing training by a team of trainers who jointly design, conduct and evaluate training.

Highly Effective Training is also being popularized these days. The purpose of this type of training is to conceptualize, design and implement training as an integrated system that helps organizations use learning consistently and add value to service and products. The key to highly effective training is systems thinking. The creation of a learning organization has engaged as an important objective for trainers. A conceptual leap from individual to corporate learning is central to the notion of the learning organization. Though police training has not really been influenced by these recent developments, it is definitely witnessing a transformation in the overall objectives and design of its programmes. Quality circles with an object to build quality into every function of the organization have become a part of police training in countries like the United Kingdom, United States of America and Australia where many training of trainer programmes have also been introduced. Trainers, in addition to imparting training are now also involved in its research and evaluation, they are actively taking part in designing of curriculum for training and translating it into action. The Central Planning and Training Unit, Bramshill, Hendon is making extensive endeavour to make its training experimentally based. It has commenced a new training course for trainers since 1986, the aim is to have a realistic perspective of situations in which learners can gauge incidents and test out possible solutions in a supportive environment.

Development of police education has also assumed prominence in the recent years. The University Of Portsmouth (USA) has initiated a programme incorporating a certificate, a diploma and a degree in police studies management. The National Law School, Bangalore has decided to offer a one year Post-graduate diploma in human rights, law and practice through distance mode of education. Training methodology has also broadened over the period of time. Besides, conventional training styles like the lectures, conferences, seminars, discussions, many new techniques have gained credibility, some of them are multiple role-playing methods, experiential exercises, mental imagery, micro-lab, T-group training, problem-oriented studies. Police training institutions in many countries are widely making use of some of these methodologies. Roll-call training is also being made use of as a non-formal training method in the form of briefings and debriefings during roll-call time. Police training centers have even been issuing training bulletins, which are directed to the problems of the field officer, the coverage of a subject is limited to those things which an officer must know to be able to do his job professionally.

The area of evaluation and research is also undergoing substantial variations. Many police training institutions now have full-fledged research cells engrossed in carrying out projects and surveys in the field of training and evaluation. Various types of evaluation techniques are being made use of by different organizations. These developments are finding their way into police agencies. Some of these techniques are critical incident, Multi-source Feedback, Repertory Grid, Delphi Technique, Protocol Analysis and Sociograms. In 1989, the central planning Unit, Harrogate presented its first evaluation course, the aim was to train police officers from independent forces in skills and abilities necessary to carry out evaluation tasks. Training around the globe is trying to cultivate self-directed learners who are not dependent on being trained by the organization but should be able to clarify their own vision and goals, establish effectiveness criteria for themselves, measure their own learning needs, plan personal learning, listen actively, take risks and share information with others. The traditional paradigm of training is giving way to the new concept which regards the trainee as someone who has all the capabilities which may not be fully visible but need to be

discovered and expressed. The modern paradigm emphasize on motivation and skills that lead to action learning. As per this view, training is a complex function and a responsibility of the training institution, participants and their organization. Motivation and skills lead to action and the participant's motivation is influenced by the climate of the organization. These approaches will have far-reaching consequences for training.

The training of police is already witnessing a metamorphosis of sorts, many experiments in the area have been conducted and a lot more could be conceived. It has been observed that the new concept of Policing by Objectives concentrates on clarity of police goals, objectives and action plans; the logic behind it is that when people are involved in planned change which affects them, they are more likely to be committed to carrying it through. The experiments with community policing in the last few years are in keeping with this new approach and are likely to influence the nature and content of training courses. The sustained capacity of the police system to function as an efficient and impartial instrument of law, it has been aptly observed, will largely depend on the attitudes developed by the personnel at different levels in the system and the manner in which they respond to different situations in their career. This in turn depends on training which they get at the time of their entry into the system and even more on the climate and culture they have to work on. Thus, the nature of a police organization, the role of its personnel and their behaviour would depend on the goals of its training design; the objectives and the purpose a training programme has assigned itself to achieve.

Today, the pitiable condition is that the authorities at the helm of power are never ready to accept the fact that lack of right type of training has led to a sorry state of affairs in police functioning. In the words of K.F. Rustamji (1993), "It will never be accepted by those in authority that failures are primarily due to lack of the right type of training". Unless the drawbacks are identified and accepted, chances of its rectification are remote and the failure will continue unendingly. Regarding the prevailing chasm in police-public relation and the need for proper training, former Prime Minister Mrs. Indira Gandhi said, "The police force is an instrument of social change. A change can be brought about through imaginative

understanding at the higher levels of the force and intensive training at lower levels. I have repeatedly emphasized the importance of training for members of the police force at every level. There is apparently something wrong with our training which prevents the police force from being friends of the people." (G.V. Rao: 1982)

The models given below depict the HR training process, the police training perspective and ideal training and placement procedure as given by the policy makers.
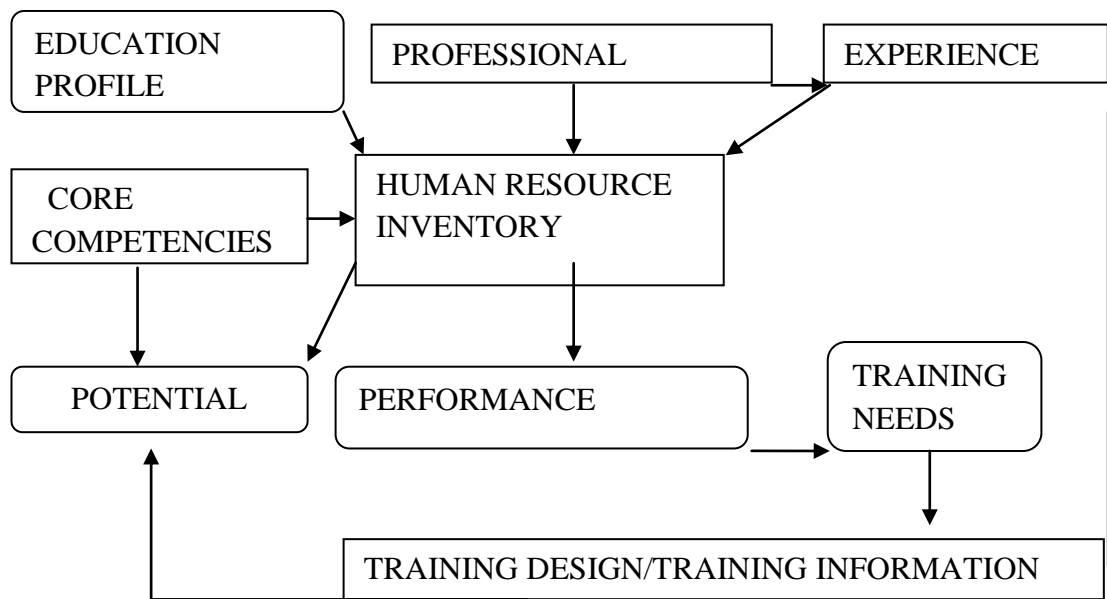
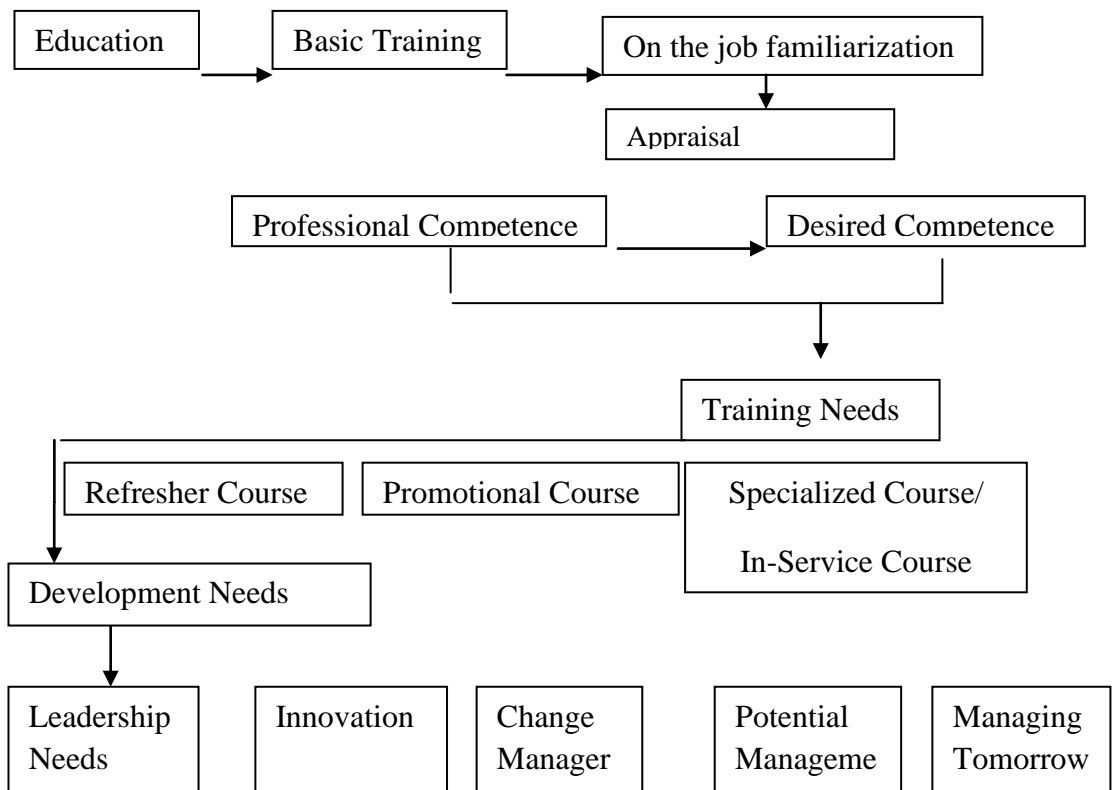Fig.1.4 Human Resource Training Process

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┌───────────┐      ┌───────────────┐      ┌──────────────────────────┐
│ Education │ ───► │ Basic Training│ ───► │ On the job familiarization│
└───────────┘      └───────────────┘      └──────────────────────────┘
                                                      │
                                                      ▼
                                           ┌──────────────┐
                                           │  Appraisal   │
                                           └──────────────┘

        ┌────────────────────────┐        ┌────────────────────────┐
        │ Professional Competence│ ─────► │   Desired Competence   │
        └────────────────────────┘        └────────────────────────┘
                         │                               │
                         └───────────────┬───────────────┘
                                         ▼
                              ┌────────────────────┐
                              │   Training Needs    │
                              └────────────────────┘
        ┌────────────────┐   ┌────────────────────┐   ┌────────────────────┐
        │ Refresher Course│  │ Promotional Course │   │ Specialized Course/│
        └────────────────┘   └────────────────────┘   │  In-Service Course │
                │                                      └────────────────────┘
                ▼
     ┌────────────────────┐
     │ Development Needs   │
     └────────────────────┘
                │
                ▼
   ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
   │Leadership│ │Innovation│ │ Change   │ │ Potential│ │ Managing │
   │ Needs    │ │          │ │ Manager  │ │ Manageme │ │ Tomorrow │
   └──────────┘ └──────────┘ └──────────┘ └──────────┘ └──────────┘
```

Fig1.5 Flow Chart of Police Training Prospective

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┌──────────────────┐    ┌──────────┐    ┌──────────────────────┐
│ Identifying      │    │ Defining │    │ Design and Planning  │
│ Training Needs   │───►│          │───►│ Training             │
└──────────────────┘    └──────────┘    └──────────────────────┘
                                                    │
                                                    ▼
        ┌──────────────────────────────┐  ┌──────────────────────┐
        │ Potential Appraisal based on │◄─│ Execution/Imparting  │
        │ evaluation to personnel branch│ │ training             │
        └──────────────────────────────┘  └──────────────────────┘
                         │
                         ▼
        ┌────────────────────────────────────────┐
        │ Placement/Posting at appropriate position│
        └────────────────────────────────────────┘
                         │
                         ▼
           ┌──────────────────────┐
           │   Task Management     │
           └──────────────────────┘
                         │
                         ▼
   ┌────────────┐  ┌──────────────────────────────┐
   │ Maintaining│  │ Appraisal by Higher Authorities│
   │ Talent     │  └──────────────────────────────┘
   │ Reserve    │  ┌──────────────────────┐
   └────────────┘  │ Rotation of Personnel │
        │          └──────────────────────┘
        ▼
   ┌──────────────────────┐
   │ Creating New Talents  │
   └──────────────────────┘
```
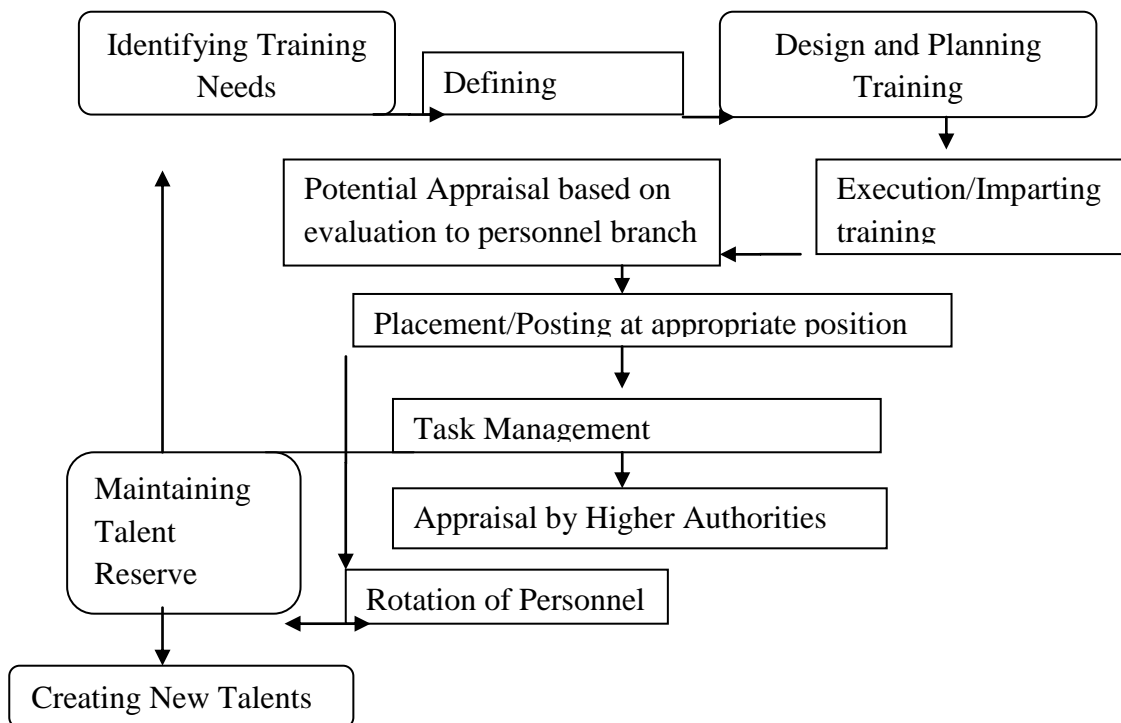
Fig. 1.6 Ideal Training and Placement Procedure

Literally, the entire success or failure of the law enforcement agency to serve its jurisdiction may very well depend on the care and emphasis it places on the recruitment, selection, and training of its personnel (Kuykendall and Usinger, 1979). More importantly, the efficiency of any organization depends directly on how well its members are trained. Recruits always need training before they can take up their work, while in-service policemen require training both to keep them equal to the demands of their present job and to equip them for different jobs and positions of higher responsibility in future.

1.5: POLICE TRAINING-THE PROBLEM ISSUES AND RESEARCH QUESTIONS

A few moot queries which need contemplation are as follows:

- Have the police training programmes not been able to achieve their objectives?
- If yes, where does the malady lie? Is it the training needs analysis and the training design, its implementation, its evaluation or its transfer to the job?
- Do the trainers have the right perspectives towards training and the trainees? Are the trainees willing to learn?
- Is there a gap between what is taught and what is acquired, also between what is learnt and what is called for? Are suitable training methodologies being used?
- Is there a training policy for the police personnel?
- Are the infrastructures and tools adequate enough to carry out training?

In order to find answers for the above mentioned questions, this study would address to the following research questions.

- ➢ What are the forms and structure of foundational or basic and in-service training courses and their duration and appropriateness?
- ➢ What are the pedagogical methods followed by the trainer to train the participants?
- ➢ What are the training requirements for actual performance of duties and whether these are complied with while imparting training?

- To what extent the infrastructure facilities provided at the training centers are in consonance with the learning needs of the participants?
- Whether the existing feedback mechanism is adequate enough to gauge the impact of training on the trainees?
- How the training skills and equipments are enhanced and the research basis for such enhancement?
- How the current training programme is directly linked with the process of recruitment, appraisal and promotion in order to integrate the training function with the Human Resources Development (HRD)?

1.6 OPERATIONAL DEFINITIONS OF THE TERMS USED

The Title of the Project is "TRAINING OF NON GAZETTED POLICE PERSONNEL-A CASE STUDY OF COMMISSIONERATE POLICE IN ODISHA". In order to operationalize the terms used, the following explanation is given-

Training: Training is a conscious effort to impart, improve or increase knowledge and skills and to develop attitudes and values of an individual in a desired direction. It is, thus, a process of developing a person's effectiveness through carefully selected methods by competent trainers in a suitable learning climate. It should be directed not only towards preparing one for the efficient and effective performance of ones duties in the assigned job, but also towards developing ones capacity for greater responsibilities.

Non-*Gazetted Police Personnel:* "Non-Gazetted police personnel" in the context of police force means the members of the Odisha police personnel below the rank of Inspector to the lowest rank working in Commissionerate police of twin-city.

Commissionerate Police: "Commissionerate" means a Police Commissionerate created under Section 4 of the Odisha Urban Police Act,2003 (Odisha Act 8 of 2007). "Police" means the police force referred to in Section 5 and includes—

(i) All persons appointed as Special Police Officers under subsection (1) of Section 13 and Additional Police Officers appointed under Section 14, and

(ii) All other persons, by whatever name known, who exercise any police function in any area specified by notification under Section 4 of the above Act.

1.7: CHAPTER SUMMARY

This chapter has examined the fast changing and widely expanding nature of police functioning. It is evident that, the police job cannot be confined to any strict contours of a traditional job description. Therefore, it is equally difficult to identify specific training needs fit for all ranks and for all times. The analysis of Global and Indian trends in police training has revealed that there are wide range of policing skills like basic skills, advanced weaponry skills, community policing skills, human relations and behavioural competencies and many other contingency based skills that need to be imparted continuously to the police personnel. This provides a framework for studying the gamut of subjects included in the training sessions of the Police Commissionerate in Orissa and to examine their adequacy. The concept of training has been thoroughly discussed incorporating its design, delivery and evaluation. The study strongly believes that training effectiveness need continuous evaluation at every stage rather than at the end. Some fundamental research questions have emerged from the depictions made in this chapter. These will be further examined in the review of literature and then the objectives, hypotheses and research design will be developed. This is attempted in the next chapter.

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